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AUTHOR Sobolik, Gayle
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ABSTRACT

This module on assisting special needs students in vocational education is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) studying characteristics of students with special needs; (2) identifying students with special needs; and (3) determining education strategies for teaching students with special needs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163261

Common Core Curriculum
for Vocational Education

C-4

ASSISTING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION PROGRAM

Module Writer: Gayle Sobolik, Ph.D.

Category C:

VOCATIONAL STUDENTS

Project Director
Gwen Cooke, Ph.D.

Assistant Project Director
Maurine Vander Griend, M.S.

1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community resources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

Project Director

Dr. Gwen C. Cooke, Chairperson
Home Economics Department
California State University, Fresno

Assistant to Director

Maurine Vander Griend, Adjunct Professor
Home Economics Department
California State University, Fresno

COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

MODULE WRITERS

William Bain, M.A.
Ann Bauer, M.S.
Lloyd Dowler, M.S.
Frances Harkins, M.S.
Hal Marsters, M.S.
Joan Martin, Ed.D.
Kenneth Moshier, Ph.D.
Dwayne Schramm, Ph.D.
Gayle Sobolik, Ph.D.
Gary Winegar, D.Ed.

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ASSISTING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION PROGRAMS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational subjects will be able to:

(1) Describe characteristics of students with special needs.

(2) Identify students with special needs.

(3) Describe and analyze educational strategies that might be used in providing for the vocational education of students with special needs.

Module Overview

Students with special needs will include both disadvantaged and handicapped persons and those from economically depressed areas or areas of high unemployment.

It is true that students with special needs are both alike and different in many ways. The students with special needs must be considered as an individual, and appropriate educational strategies must be used to meet his/her needs. Although vocational education has helped large numbers of youth and adults to achieve success in occupational life, significant numbers have failed because of various disadvantages and handicaps.

Educators were directed to the plight of the disadvantaged and handicapped in 1962, when the President's Panel of Consultants delineated the problems of a group whom they labeled "Youths with Special Needs." This report was instrumental in leading to the passage of the Vocational Education Act of 1963.

The Vocational Education Amendments of 1976 provided federal funding for the vocational education of disadvantaged and handicapped persons, requiring each state to set aside such funds.

High priority must be given to those whose special needs prevent them from succeeding in regular vocational education programs and from access to jobs.

The focus of this module will be on the special needs of students rather than on vocational education programs or occupational categories.

This module has been divided into three lessons:

(1) Studying Characteristics of Students with Special Needs

(2) Identifying Students with Special Needs

(3) Determining Educational Strategies for Teaching Students with Special Needs

In addition, the modules "Assessing Students' Personal Characteristics," "Guidance and Counseling," and "Assessing the Needs of the Disadvantaged Student" include related lessons.

Resource Materials for Completing the Activities in this Module

American Institutes for Research. "Module One: Important Differences Among Learners." Module for Vocational Education Curriculum Specialist. Palo Alto: American Institute for Research, 1976.

Anderson, Eula Lewis. "Motivating Students Who Are Occupationally Maladjusted." Business Education Forum, IXXX (December, 9174), 15-16.

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento: California State Department of Education, 1975.

Bennett, James C. "Curricular Developments in Business Education for the Low-Achieving Student." The Balance Sheet, LV (September, 1973), 8-12.

Blackstone, Bruce I. "Office Occupations Education Services the Disadvantaged and Handicapped." Business Education World, LI (March-April, 1971), 26.

Castaneda, Alfredo; Richard L. James; and Webster Robbins. The Educational Needs of Minority Groups. Lincoln, Nebraska: Professional Educators Publications, 1974.

Fifield, Marvin G., and Lloyd W. Batholome. "Teaching the Disadvantaged." The Balance Sheet. LIV (December, 1972/January, 1973), 164-167.

Law, Gordon F., (ed.). Contemporary Concepts in Vocational Education. (First Yearbook). Washington, D.C.: The American Vocational Association, 1971.

MATCHE (Management Approach to Teaching Consumer Homemaking Education.) Sacramento: Bureau of Homemaking Education, California State Department of Education, 1978.

McLean, Gary N. "Preparing Business Teachers to Work with Disadvantaged." Business Education Forum, XXV (December, 1970), 28-30.

Mihalka, Joseph A. Youth and Work. Columbus, Ohio: Charles E. Merrill, 1974.

Nemesh, Mary. "A 'Mobile' Learning Experience." Business Education Forum, IXXX (November, 1974), 17-18.

Picou, J. Steven, and Robert E. Campbell (eds. and contributors). Career Behavior of Special Groups. Columbus. Ohio: Charles E. Merrill, 1975.

Roberts, Roy W. Vocational and Practical Arts Education. (3rd ed.) New York: Harper and Row, 1971.

Schultheis, Robert A. "Time to Stop Labeling and Start Teaching." American Vocational Journal, L (October, 1975), 53-57.

Seay, Donna M. "DE Manpower Programs for Disadvantaged." Business Education Forum, XXVII (April, 1971), 15-18.

State of California. California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Stromberg, Sharon. "Teaching Business Skills to the Disadvantaged." Business Education Forum, XXVII (December, 1972), 35-38.

Van Hook, Victor. "Employment Opportunities for the Disadvantaged." The Emerging Content and Structure of Business Education. Yearbook of the National Business Education Association. Washington, D. C.: National Business Education Association, 1970.

Wall, James E. (ed.). Vocational Education for Special Groups. (Sixth Yearbook). Washington, D. C.: American Vocational Association, 1976.

Wall, James E. The Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Report for Project Baseline, Northern Arizona University, July 31, 1974. Washington, D. C.: Technical Education Research Centers, 1974.

Williams, Ruth Ann. "Your Students May Be Disadvantaged." Business Education Forum, XXVII (December, 1972), 31-32.

Wilson, Lenda S. "Advantages for the Disadvantaged." The Balance Sheet, LVI (September, 1974), 17, 40.

Wood, Merle. "Special Education Needs of the Disadvantaged Student." The Emerging Content and Structure of Business Education. Yearbook of the National Business Education Association. Washington, D. C.: National Business Education Association, 1970.

ASSISTING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION PROGRAMS

Lesson One: Studying Characteristics of Students With Special Needs

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to (1) describe characteristics of students with special needs and (2) describe how these characteristics relate to learning.

Overview

Vocational literature reveals no standard definition of disadvantaged and handicapped persons, as noted by James E. Wall in his report for Project Baseline, 1974:

> There seems to be no standardized criteria for including persons in either the disadvantaged or handicapped categories. Lack of such criteria poses problems in indentifying prospective participants for programs designed to help them. Such problems make an impact on policy and decision-making, influence the language used in legislation, and obscure the rules and regulations established as a result of legislative interpretations.
>
> A review of State Plans for Vocational Education reveals some similarities in basic definitions of both the disadvantaged and the handicapped, but a wide range of criteria are given for including persons under each of these two groups.[1/]

It is also difficult to describe how the characteristics of these disadvantaged and handicapped persons relate to their learning:

> Vocational legislation labels as disadvantaged or handicapped those persons who cannot succeed in regular vocational education programs, but it does not offer a standard definition of what constitutes success in a regular program.[2/]

1/ James F. Wall, The Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults, Report for Project Baseline, Northern Arizona University, July 31, 1974 (Washington, D.C. Technical Education Research Centers, Inc., 1974), pp. 3-4.

2/ Ibid., p. 4.

In addition, individual differences of the disadvantaged and handicapped are so great that it is inappropriate to group together many different individuals whose commonality is the degree of their individual differences. However, certain barriers seem to be somewhat common to the disadvantaged and handicapped.3/

The literature reviewed for this module identified a diversity of barriers to success in living and employment that are encountered by the disadvantaged and handicapped. These barriers tend to define as well as characterize the two groups. Barriers to employment as found in a study of the disadvantaged:

	Type of Barrier to Success	Percent of Disadvantaged
1.	Lack of work skills and basic education	87%
2.	Personal problems (financial, marriage, etc.)	23%
3.	Health problems	23%
4.	Physical problems	20%
5.	Transportation problems	17%
6.	Poor work history	9%
7.	Poor work habits	7%
8.	Child care problems	5%
9.	Poor appearance	1%
10.	Conviction record	1%
11.	Other (includes poor attitude, retardation, poor behavior, unrealistic goals, legally blind, etc.)	1%

Because the disadvantaged and handicapped tend to enroll in vocational education programs, students preparing to become teachers of vocational subjects have an opportunity to assist these students with special needs in vocational education programs:

> Unpublished Office of Education studies of the last four or five years indicate that 17 percent of the white high school students participate in vocational education courses, compared with 22 percent of the Black, 25 percent of the Oriental and 36 percent of the American Indian students. Further, 80 percent of vocational education graduates come from families of below average socioeconomic environments. Finally, 80 percent of the vocational education students are of below average ability, with 50 percent coming from the lowest ability quartile. Thus, since a description of a majority of the vocational students appears to place them in our handicapped group, we can assume that many are already in vocational education programs.4/

3/ Ibid., p. 39.

4/ Gordon F. Law, ed., Contemporary Concepts in Vocational Eeucation, (First Yearbook). Washington, D. C.: American Vocational Association, 1971, pp. 60-61.

Suggested Activities

(1) Read the following article:

Schultheis, Robert A. "Time to Stop Labeling and Start Teaching." American Vocational Journal, L (October, 1975), 53-57.

Discuss this article with a vocational education teacher on the secondary level.

(2) Read three of the following selections which pertain to students with special needs that you are likely to encounter in a teaching position:

Picou, J. Steven, and Robert E. Campbell, (eds.) and contributors. Career Behavior of Special Groups. Columbus, Ohio: Charles E. Merrill, 1975.

Status Attainment Theory and Black Male Youth	Page 9
Asian-Americans: Social-Psychological Forces Affecting their Life Styles	97
Career Behavior of Activist Youth	122
Racial Desegregation and the Formation of Mobility Attitudes in Rural Schools	140
Career Behavior of the Physically and Mentally Handicapped	177
Occupational Orientations of an American Indian Group	199
The Majority Minority: American Women and Careers	224
Mexican American Youth and the American Dream	241
Career Behavior of Deaf Persons: Current Status and Future Trends	197

Castaneda, Alfredo, Richard L. James, and Webster Robbins. The Educational Needs of Minority Groups. Lincoln, Nebraska: Professional Educators Publications, Inc., 1974.

The Educational Needs of Mexican-Americans	Page 13
The Educational Needs of Black Americans	45
The Educational Needs of Native American Indians	81

After reading each selection, list characteristics of a particular group of students with special needs and how these characteristics relate to learning.

(3) Discuss with other students or with the instructor what you have noted from the above readings. Do the characteristics of students with special needs and the ways in which these characteristics relate to learning differ among the groups of students about whom you read?

(4) Read two selected chapters from Section II, Special Emphasis on Special Groups in Vocational Education for Special Groups by James E. Wall.

Write a short paragraph giving an analysis of the consideration that must be given to vocational education program planning.

Suggested Resources

California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento, California: State Department of Education, 1977.

Law, Gordon F., (ed.). Contemporary Concepts in Vocational Education. (First Yearbook). Washington, D.C.: The American Vocational Association, Inc., 1971.

Picou, J. Steven, and Robert E. Campbell, (eds.) and contributors. Career Behavior of Special Groups. Columbus, Ohio: Charles E. Merrill, 1975.

Roberts, Roy W. Vocational and Practical Arts Education. 3rd ed. New York: Harper and Row, 1971.

Schultheis, Robert A. "Time to Stop Labeling and Start Teaching." American Vocational Journal, L (October, 1975), 53-57.

Wall, James E. The Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Report for Project Baseline, Northern Arizona University, July 31, 1974. Washington, D. C.: Technical Education Research Centers, Inc., 1974.

Upon successful completion of assigned activities, proceed to Lesson 2.

ASSISTING STUDENTS WITH SPECIAL NEEDS
IN VOCATIONAL EDUCATION PROGRAMS

Lesson Two: Identifying Students with Special Needs

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to identify students with special needs.

Overview

Some methods for recognition are presented in a module developed by The American Institute for Research. These include gathering information about students by analyzing cumulative school records and school health records, and by directly observing students individually or in groups. Interviews and conferences may be conducted with students and others who have knowledge about a particular student.

Information may also be gathered from questionnaires, sociometric devices, autobiographies, and case studies.

Identification of those considered disadvantaged can be made through the use of criteria developed, for example, by The California Five-Year State Plan for Vocational Education.

Teachers must be able to recognize student differences, to analyze these differences, and to identify students with special needs.

Suggested Activities

(1) Choose five methods through which a vocational education teacher may gather information about his/her students in order to recognize student differences and identify students with special needs. State at least one advantage and disadvantage of each method.

(2) Read and outline all sections of The California Five-Year State Plan for Vocational Education that deal with students with special needs.

(3) List a method by which you could determine the following information about students:

Information	Method
Persons who are members of families which have income below the poverty level	

Information	Method
Persons who are members of racial minority groups	
Persons who are underachievers	
Persons who have personal relationship problems	
Persons who are members of migrant worker families	
Persons who have adverse records with police, detention personnel, etc.	
Persons who are linguistically isolated from the population at large	
Persons who have poor health	

(4) Working in small groups, discuss with a school administrator what portion of the total school population in his/her school is disadvantaged and handicapped, how these students are identified, what special provisions are made for these students in vocational education, what percent of students live in economically depressed areas and how the presence of disadvantaged and handicapped students has affected vocational education programs.

Suggested Resources

American Institute for Research. "Module One: Important Differences Among Learners." Module for Vocational Education Curriculum Specialist. Palo Alto: American Institute for Research, 1976.

Upon successful completion of assigned activities, proceed to Lesson 3.

ASSISTING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION PROGRAMS

Lesson Three: Determining Educational Strategies for Teaching Students with Special Needs

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a teacher of vocational subjects will be able to describe and analyze education strategies that might be used in providing for the vocational education of students with special needs.

Overview

Educational strategies for teaching students with special needs may be developed from three broad areas: instructional programs, services, and teaching methods. Programs can be designed which contribute to the development of a positive self-image, which set goals that are understandable, which are flexible, and which offer material that is closely related to the world of work.

Services geared especially to those with special needs include specialized vocational counseling, innovative recruitment activities, and cooperative vocational education and work study arrangements.

Special teaching methods include individualized instruction, explicit instruction and explanation of what is expected, extensive use of visual aids, and tutorial services and assistance.

The purpose of this lesson is to determine what educational strategies may be adapted and utilized in teaching students with special needs.

Suggested Activities

(1) Read Wall, James E. The Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Report for Project Baseline, Northern Arizona University, July 31, 1974. Washington, D.C.: Technical Education Research Centers, Inc., 1974, 5-11, 18-25, and 29-31.

(2) Observe a vocational education teacher for two class periods. Note the teacher's treatment of students with special needs. Analyze your observations and make recommendations in a short paper.

(3) Visit a currently operating vocational education program to review the curriculum. Make observations in general and interview students with special needs, other students, teachers, and administrators to learn about the curriculum. Analyze your findings and make recommendations in a short paper.

(4) Determine what would be an ideal student-teacher ratio in a program of vocational education which includes students with special needs. Discuss your findings with other prospective vocational education teachers and with your instructor.

(5) Investigate whether students with special needs generally respond better to extrinsic or to intrinsic motivation. Discuss your findings with your instructor and other prospective vocational education teachers.

(6) Determine if flexible scheduling would be an asset in providing for the vocational education of students with special needs. Discuss this topic with your instructor and other prospective vocational education teachers.

(7) Discuss with a school administrator whether or not vocational education funds have been sought and used for the education of disadvantaged and handicapped students or for students from EDA in his/her school. How have these funds been used? Report to class.

(8) Secure a district plan for fiscal 1977 and study sections dealing with proposed plans for special assistance to students or groups with special needs. Discuss the progress of plans with a local vocational education director.

(9) Develop a teaching strategy for a lesson within a specific area of vocational education and present this to the instructor and/or other prospective vocational education teachers in your class concerned with the education of the disadvantaged student.

Suggested Resources

American Institutes for Research. "Module One: Important Differences Among Learners." Module for Vocational Education Curriculum Specialist. Palo Alto: American Institute for Research, 1976.

Anderson, Eula Lewis. "Motivating Students Who Are Occupationally Maladjusted." Business Education Forum, XXXX (December, 1974), 15-16.

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento: California State Department of Education, 1975.

Bennett, James C. "Curricular Developments in Business Education for the Low-Achieving Student." The Balance Sheet, LV (September, 1973), 8-12.

Blackstone, Bruce I. "Office Occupations Education Services the Disadvantaged and Handicapped." Business Education World, LI (March-April, 1971), 26.

California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento, California: California State Department of Education, 1977.

Fifield, Marvin G., and Lloyd W. Bartholomo. "Teaching the Disadvantaged." The Balance Sheet. LIV (December, 1972/January, 1973), 164-7.

McLean, Gary N. "Preparing Business Teacher to Work with Disadvantaged." Business Education Forum, XXV (December, 1970), 28-30.

Mihalka, Joseph A. Youth and Work. Columbus, Ohio: Charles E. Merrill, 1974.

Nemesh, Mary. "A 'Mobile' Learning Experience." Business Education Forum, IXXX (November, 1974), 17-18.

Seay, Donna M. "DE Manpower Programs for Disadvantaged." Business Education Forum, XXV (April, 1971), 15-18.

Stromberg, Sharon. "Teaching Business Skills to the Disadvantaged." Business Education Forum, XXVII (December, 1972), 35-38.

U. S. Office of Education. Organization and Operation of a Local Program of Vocational Education. Columbus, Ohio: Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1968.

Van Hook, Victor. "Employment Opportunities for the Disadvantaged." The Emerging Content and Structure of Business Education. Yearbook of the National Business Education Association. Washington, D.C.: National Business Education Association, 1970.

Wall, James E. (ed.). Vocational Education for Special Groups. (Sixth Yearbook). Washington, D. C.: American Vocational Association, 1976.

Wood, Merle. "Special Education Needs of the Disadvantaged Student." The Emerging Content and Structure of Business Education. Yearbook of the National Business Education Association. Washington, D. C.: National Business Education Association, 1970.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

ASSISTING STUDENTS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION PROGRAMS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This pre/posttest is designed to assess your knowledge of assisting students with special needs in vocational education programs. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Define "disadvantaged persons" according to The California Five-Year State Plan for Vocational Education.

2. Define "handicapped persons" according to The California Five-Year State Plan for Vocational Education.

3. What criteria can be used to identify groups of persons in economically depressed areas?

Pre/posttest (continued)

4. Discuss the validity and reliability of the characteristics used to classify persons as disadvantaged and/or handicapped. How accurately do these characteristics classify disadvantaged and/or handicapped persons over a period of time?

5. List ten general characteristics of disadvantaged and handicapped persons which may affect their vocational success?

a. f.

b. g.

c. h.

d. i.

e. j.

6. List five sources that teachers might use to secure information about their students in order to recognize student differences and identify students with special needs. What are the regulations for the use of student records by persons other than the individual about whom the records pertain?

a.

b.

c.

d.

e.

7. List ten educational programs and/or services that might be used in providing for the vocational education of students with special needs.

a. f.

b. g.

c. h.

d. i.

e. j.

Pre/posttest (continued)

8. Describe ten characteristics of teaching methods that might be effective in providing for the vocational education of students with special needs.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

Return this test to your instructor.

ASSISTING STUDENTS WITH SPECIAL NEEDS
IN VOCATIONAL EDUCATION PROGRAMS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in student's booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) A disadvantaged person is a person with: (1) an academic or economic handicap whose educational neglect may be the result of poverty, delinquency, incarceration, race, sex discrimination, or isolation produced by linguistic, cultural, or age bias, and (2) who requires special services, assistance, or programs to enable him or her to enter into, progress within, or successfully complete a vocational education program.

Academic disadvantage for purposes of this definition means that a person (1) lacks mathematical skills, (2) lacks reading and writing skills, or (3) performs below grade level, as documented by scoring in the first quartile of a standardized achievement or competency test approved by the State Department of Education and normed for the appropriate grade or age level.

Economic disadvantage for purposes of this definition means (1) that the student's family income is at or below the national poverty level, (2) that the student's parents or guardians are unemployed other than by their own choice or the recipient of public assistance, or (3) that the student is institutionalized or under county or state guardianship.1/

2. (L2) The term handicapped, when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, and other physically handicapped, or other health-impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapped condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational program. For the purpose of this plan, "handicapped" will be referred to as individual(s) with exceptional needs. 2/

1/ California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

2/ Ibid, p.

Answer Key (continued)

3. (L1) The following criteria shall be used to identify areas that are eligible to receive economically depressed area funds under subpart 5. To be eligible, an area need only meet any one of the following criteria.3/

The current rate of unemployment of individuals residing in the attendance area of the high school/community college to be served is in excess of the state unemployment rate (based on statistics available at the time of application).

The median family income in the attendance area to be served is not more than 40 percent of the national median.

The concentration of students whose parents receive Aid to Families with Dependent Children (AFDC) comprises at least 10 percent of the enrollment in a specific school.

The attendance area is served by elementary/secondary schools that qualify for ESEA, Title I, funds.

The area served is an Indian reservation or trust or restricted Indian-owned land.

4. (L1) Vocational education legislation has classified disadvantaged and handicapped persons as those who cannot succeed in vocational education programs designed for persons without such handicaps and who require special programs and services. However, there is no standard definition of what constitutes success in a regular program.

5. (L1) The answer might be selected from the following:

Lack of work skills
Poor work habits
Lack of work history
Lack of basic education
Personal problems
Health problems
Transportation problems
Child care problems
Poor appearance
Poor attendance
Poor behavior
Unrealistic goals
Others

6. (L2) The answer might be selected from the following:

Cumulative school records
School health records
Direct teacher observations
Interviews/conferences with particular students and/or others who know particular students
Ratings/checklists by particular students and/or others who know particular students
Tests/assessments
Autobiographies
Case studies
Community survey data
Others

3/ Ibid, p.

Answer Key (continued)

The Family Education Rights and Privacy Act, 1974, with the Buckley Amendment and the Senate Joint Resolution 40, protect the rights of students. Students in institutions of higher education and parents of students in elementary and secondary schools may inspect their personal records maintained by the school and challenge any information they feel is inaccurate.

Educational records do not include private notes or memory aids maintained by an instructor for his own personal reference. These do not become a part of a permanent or continuing file and will not be reviewed by any other person. They do not include those records which contain information about other students and, therefore, could not be inspected without violating the privacy of other students.

Those records which pertain to the student as an individual and which are available to others who have need to review them must be treated with care. Those who use the records must record the name, date, and purpose of use. Therefore, information from student records cannot be given by telephone.

7. (L3) The answer might be selected from the following:

Diagnostic and other specialized counseling
Work-study arrangements
Integration of general and vocational subject matter
Tutorial services
Team teaching
Use of teacher aides
Arrangements for transportation
Programmed instruction
Curriculum revision
Individualized instruction
Innovative recruitment arrangements
Special teachers
Facility modification
Miscellaneous supportive services
Modification of student-teacher ratio
Extended community involvement

8. (L3) Thoroughly explaining or illustrating a topic before making an assignment.
Letting the student know exactly what he/she is expected to do at the end of the lesson, unit, or grading period.
Having patience and understanding.
Showing sincere interest, care, warmth, and firmness.
Teaching one thing at a time at a pace at which the learner can master the material.
Immediately reinforcing through materials with correct answers.
Varying teacher demonstrations, visual aids, etc.
Making maximum use of films, field trips, game type and simulated activites, and peer tutoring.
Modifying the standards so that each learner can attain some measure of success.
Giving short frequent tests at learner's level.

Answer Key (continued)

Using relevant daily activities which actively involve the student.
Replacing formal book reports with rap sessions.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education